



Ebchester CE Primary School

Pupil Premium Strategy

2020-21

Rationale

At Ebchester CE Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium.

Reception – Year 6 Pupil Premium Funding				
Pupils Eligible for PP Funding 15 = £19,800	Number of Eligible Boys 8 = £10,560	Number of Eligible Girls 7 = £9,240	Number of Looked After Children 0	Number of Service Children 0
	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £1,900*	Per Pupil £300

*Looked After Children receive £1,900 with £600 being retained centrally by the Local Authority.

KS1					
Pupils		Boys	Girls	Disadvantaged	Other
28		15	13	4	24
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Reading	All	72.22%	12.76%	14.83%	14.81%
	Disadvantaged	66.67%	0.00%	0.00%	0.00%
	Other	73.33%	12.50%	16.67%	17.39%
	Difference	-6.66%	-12.50%	-16.67%	-17.39%
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Writing	All	72.22%	0.00%	3.57%	0.00%
	Disadvantaged	66.67%	0.00%	0.00%	0.00%
	Other	72.33%	0.00%	4.17%	0.00%
	Difference	-6.66%	0.00%	-4.17%	0.00%
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Maths	All	72.22%	0.00%	0.00%	0.00%
	Disadvantaged	66.67%	0.00%	0.00%	0.00%
	Other	73.33%	0.00%	0.00%	0.00%
	Difference	-6.66%	0.00%	0.00%	0.00%
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
GPS	All	77.78%	0.00%	0.00%	3.70%
	Disadvantaged	66.67%	0.00%	0.00%	0.00%
	Other	80.00%	0.00%	0.00%	4.35%
	Difference	-3.33%	0.00%	0.00%	-4.35%

* Assessments are taken from last assessment point before 2020 school closures.

		KS2			
Pupils	Boys	Girls	Disadvantaged	Other	
47	29	18	12	47	
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Reading	All	79.25%	32.61%	20.41%	22.45%
	Disadvantaged	90.91%	36.36%	20.00%	20.00%
	Other	76.19%	31.43%	20.51%	23.08%
	Difference	+14.72%	+4.93%	-0.51%	-3.08%
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Writing	All	60.38%	17.39%	6.12%	8.16%
	Disadvantaged	72.73%	9.09%	0.00%	10.00%
	Other	57.14%	20.00%	7.69%	7.69%
	Difference	+15.59%	-10.91%	-7.69%	+2.31%
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Maths	All	67.92%	0.00%	6.12%	14.29%
	Disadvantaged	81.82%	0.00%	0.00%	10.00%
	Other	64.29%	0.00%	7.69%	15.38%
	Difference	+17.53%	+0.00%	-7.69%	-5.38%
		Proportion at ARE Autumn 2019*	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
GPS	All	56.60%	15.28%	0.00%	8.16%
	Disadvantaged	72.73%	0.00%	0.00%	10.00%
	Other	52.38%	20.00%	0.00%	7.69%
	Difference	+20.35%	-20.00%	+0.00%	+2.31%

	Barriers to Future Attainment	Desired Outcomes
A	Attendance and punctuality	Increase the percentage totals for those in receipt of PP funding and decrease the number of pupils who are considered persistent absentees.
B	Accessing quality first teaching and catch-up intervention to diminish the difference between pupil premium and non-pupil premium pupils	Ensure each pupil accessing quality first teaching so that a greater number of pupils make more than expected progress
C	Low levels of emotional resilience	Levels of resilience will be improved which will be shown in progress and attainment of individual pupils
D	Experience	Pupils have a wider range of experience to support their learning and personal development

Pupil Premium Planned Expenditure							
	Desired Outcomes	Action	Evidence Source	Expenditure	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	Attendance An improvement in attendance and punctuality for PP children	Continue to use strategies implemented during the 2019/20 academic year that were used before the school closures. Target attendance when no phone call received. Half-termly letters to parents of those pupils falling below 92% attendance. Meetings arranged with target families to address/ support issues regarding attendance	Attendance figures from SIMS	Certificates for those children achieving 98%+ £100 Prizes for those children whose attendances has improved/ 98%+ £100 Attendance admin session (1 hour x 38 weeks) £500	In Autumn term, attendance of PP children was 93.11%. 9.09% of these absences were due to PP children self-isolating.	Teachers monitored attendance of PP children in live lessons (KS2) and in story times (KS1) during the school closures. Over the eight weeks of school closures, 75% of PP in KS2	In Summer term, attendance of PP children was 93.97%. SLT worked with several families this term to improve attendance of specific children. This work included phone calls, meetings on Teams and TAF meetings.

		Certificates and prizes to those pupils with 98%+ attendance and those who significantly improve.		SLT conducting attendance meetings with parents £1500		accessed the lessons and submitted work. Regular phone calls were made to the 25% who were not consistently submitting work. This resulted in two of the PP children coming into school daily and a laptop being given to one family. In KS1, 50% of PP children accessed the story time and submitted their home learning. Of the 50% who did not, paper copies were provided and regular contact was made with the families. One of these children started to attend school daily.	
--	--	---	--	--	--	--	--

B	<p>Quality First Teaching and Catch Up Interventions Delivery of high quality first teaching and implementation of catch-up interventions in order to improve outcomes and progress for all PP children</p>	<p>Bespoke and whole school training on high quality delivery to challenge and support pupils.</p> <p>HLTA to lead interventions with children who have fallen further behind due to school closure in 2020 (cross-reference with Catch Up Premium Strategy).</p> <p>Small phonics (KS1) and maths (KS2) groups.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Pupil progress meetings</p> <p>Pupil discussions</p>	<p>CPD for staff across the curriculum to ensure consistent good or better teaching and learning (+supply cover) £5000</p> <p>The Key – staff access to research and information leading to informed decisions about support/ interventions £500</p> <p>1 x teacher (maths lesson per day) to ensure smaller group sizes in KS2 (5 hours x 38 weeks) £5000</p> <p>HLTA – cross-reference with Catch Up Premium Strategy</p>	<p>All staff received training in Maths during Autumn 2 half term. All teachers have attended network meetings related to the subjects they lead and fed back relevant information and training to staff in staff meetings. HLTA worked in school from Autumn 2. She has supported children in class and led interventions with some pupil premium children who have fallen behind their peers due to school closures. Intervention records show that these children have progressed this term. HLTA has also provided counselling to</p>	<p>All staff have continued to receive CPD in appropriate areas. All teaching staff have attended subject network meetings and have fed back advice to the rest of the staff in staff meetings. Our HLTA led intervention sessions with one vulnerable child over Zoom during the school closures three times a week. In the final three weeks of this term (since school reopened), teachers have assessed children in all curriculum areas and designed a timetable for Catch Up which will commence</p>	<p>All staff have continued to received CPD in appropriate areas. All teaching staff have attended subject network meetings and have fed back advice to the rest of the staff in staff meetings. School have signed up to the National College website and all staff have completed training relevant to their areas of responsibility and/or interest. Small phonics groups and small Maths groups in KS2 has allowed PP to catch up on lost learning from the 2019-20 and 2020-21 school closures. Our HLTA continues to support children both in class and in small-group interventions which is a focus on both the PP Strategy and Catch Up Strategy.</p>
---	--	--	---	--	---	--	--

					two PP children in KS2 to support their mental health.	at the start of the Summer term.	
C	Resilience Levels of resilience will be improved which will be shown in progress and attainment of individual pupils	<p>Planning of Recovery Curriculum during Autumn Term to address individual needs of PP children.</p> <p>Build upon resilience curriculum introduced in 2019-20 academic year before school closure</p> <p>Small group/one-to-one counselling/mentoring with HLTA</p> <p>Resilience activities built into Forest School curriculum</p> <p>Resilience team activities</p>	<p>Pupil Discussions</p> <p>Attendance figures</p> <p>Book scrutiny</p> <p>Lesson observations</p>	<p>Resources for Resilience Team Days £1000</p> <p>Forest School Resources £1000</p> <p>HLTA – cross-reference with Catch Up Premium Strategy</p>	SLT planned a recovery curriculum in Autumn term which aimed at developing children’s resilience and emotional awareness in the context of returning to school after school closures. Discussions with staff and pupils show that this recovery curriculum allowed all children to build their resilience in the context of returning to school after the 2019/20 school closures.	Welfare phone calls were made to parents by teachers and support staff during the school closures to provide support if children were struggling with motivation or accessing home learning resources. During Children’s Mental Health week, assignments were set for all year groups linked to resilience and mental health daily. On the Friday of this week, all lessons were dedicated to resilience,	AHT has led resilience activities across all year groups since schools reopened in March and has planned for a whole-school approach from September if restrictions in schools are eased. Children in Y2 and Y5 have worked towards the Young Leaders award which has developed their leadership, team work and resilience skills. Our HLTA continues to provide counselling/mentoring on a one-to-one basis with children when they need it. She has supported three children in KS2 this who are disadvantaged. Two of these have a weekly, timetabled one-to-one session and the

						wellbeing and mental health.	third child has ad hoc sessions when needed.
D	Enrichment of the curriculum Pupils have a wider range of experiences to support their learning and personal development	To enhance personal experiences in school setting and access learning opportunities not normally available to them	Pupil discussions Book Scrutiny Lesson observations	Cost of visitors to school, experiences within school and visitors including residential trip to Robinwood for Years 4 to 6 £4000	Due to Covid restrictions, experiences have mainly been based in-school this term. These experiences included virtual workshops with the Hindu community in Gateshead during Diwali and watching virtual pantomimes at Christmas. All children accessed the school's outdoor area and forest weekly during a Forest School session. The Y5/6 went to the community Christmas tree in December to hand baubles that the school	LKS2 had an online Beamish experience this half term. Home learning tasks have aimed at being as broad and balanced as possible given the context of school closures.	Since school closures, staff have developed a series of virtual experiences for children across the curriculum. These have included workshops led by the Discovery Museum (KS1 and KS2), workshops led by Parliament (KS2), interviews with people of different faiths (KS1 and KS2) and interviews with authors (KS2). We have also been able to invite visitors in to school. All classes worked with local artist Rachel Armstrong in their separate bubbles, Years 1 and 2 met a practising Muslim as they learnt about Islam this term, and Years 5 and 6

					made and were escorted by the police.		interviewed Richard Holden MP. Years 3 and 4 visited Vindomora Lodges, hosted by Craig Johnson (governor), to see how our local community is being developed. In July, Years 5 and 6 visited Robinwood for three days of outdoor adventurous activities.
--	--	--	--	--	---------------------------------------	--	--

Budget Summary		
Desired Outcome		Cost
A	An improvement in attendance and punctuality for PP children	£2,200
B	Delivery of high quality first teaching and implementing catch-up interventions in order to improve outcomes and progress for all PP children	£10,500
C	Levels of resilience will be improved which will be shown in progress and attainment of individual pupils	£2,000
D	Pupils have a wider range of experience to support their learning and personal development	£4,000

Total Budget Spent	£18,700
---------------------------	---------

Governance

Monitoring the Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor:
Mr Craig Johnson

Autumn Summary
Our priority this term was the transition back to school after closures in the 2019/20 academic year. Whilst we provided daily online lessons for KS2 during lockdown, technology to families without access, and paper resources where needed, we knew that some PP children were not accessing home learning materials and might struggle with the return to school in September 2020 both in terms of academic ability and concentration. Our recovery curriculum aimed to support children to catch up in Maths and English whilst providing children with the opportunities to build their classroom community again, develop resilience, understand their mental health and learn strategies of coping with worry and anxiety, and provide a safe space for children to discuss their experiences of lockdown. Work in books, discussions with pupils and staff, and attendance figures show that the recovery curriculum was successful in providing PP children with an enjoyable, inclusive space.

Whilst all children returned to school with large gaps in their learning, staff noted from baseline assessments that PP children had fallen further behind than their peers. Support was given in class and through intervention to support these children with their progress. Whilst progress has been made, it will take more than one term for these children to catch up with their peers and plans are in place to further support PP children in class and with intervention in the Spring term.

Through regular contact with pupil premium families during lockdown and through work with other professionals, SLT were aware of specific PP children who experienced difficult situations at home during the lockdown period. When schools reopened fully in September 2020, these children were supported with their mental health by support staff. These children were given a timetabled session with a qualified counsellor to talk about their experiences and mental health and also knew that they could talk to a member of staff if they were struggling.

Spring Summary
Our priority this term was providing high-quality education at home for all pupils. KS2 had two live lessons a day and a further three assignments to complete independently. KS1 had five assignments a day and a daily story time on Zoom led by the class teacher.

Monitoring of attendance showed that some pupil premium children were not accessing home learning and these issues were dealt with promptly. As described above, out of the three PP children in KS2 who were not accessing the home learning, one was given a laptop and two started attending school daily

and did so for the entire lockdown. In KS1, two PP children were not accessing home learning. Paper copies of the work were provided to both families and one of the children started attending school daily.

Summative assessments show that very few pupils are at ARE in KS1 or KS2 (PP and non-PP). However, through discussion with staff and through formative assessments in class, teachers are confident the gap between PP children and non-PP children has not widened due to school closures.

Priorities C and D were hard to facilitate during school closures. Staff are mindful of this and aware that they will become a priority again in the Summer term. Plans were established between Chris Carr (Assistant Head) and Craig Johnson (Governor) for children to have some community-based experiences in the local area.

Summer Summary

This term, we were pleased to see Covid restrictions gradually being eased which has allowed us as a school to develop the enrichments to our curriculum which we have not been able to do up until this point. Alongside our virtual experiences in which all disadvantaged children took part, we were pleased to be able to invite visitors back into school to work alongside our children. These experiences are vital for the development of the whole child and we are pleased that our disadvantaged children were able to access these after over twelve months of restrictions. Adding to this, we were also pleased that our Y5/6 residential trip went ahead this year and five of our disadvantaged children were able to go, experience a variety of activities and develop their communication skills, friendships and resilience which will have a significant impact on their character and personal development as they move to secondary school.

Our school data this academic year does not accurately show progress made by disadvantaged and non-disadvantaged child. This is because children across the school are working to catch up in gaps in their understanding and skills that have developed due to school closures. As a result of this effort to catch up, the majority of our students have not reached age-related expectations (ARE) and this makes it appear that the gap between disadvantaged and non-disadvantaged has increased. However, teachers and SLT are monitoring assessments of children through more focused, in-depth assessments in Maths and English and are confident that most disadvantaged children are making expected progress through the National Curriculum (taking into account the school closures) and that the gap between disadvantaged and non-disadvantaged is not increasing. For those disadvantaged children who have not made expected progress, interventions are in place and will remain in place during the next academic year.

Review Date